



# A STUDY ON JOB SATISFACTION OF ENGLISH TEACHERS AT SECONDARY SCHOOL LEVEL OF VADODARA CITY

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## ABSTRACT

Teachers are considering as the most important group of professional for our nation's future. Today many school teachers are dissatisfied. When the teachers are satisfied in their job at that time only they have interested to teach students with efficiently and effectively. Nowadays teaching is accepted as a challenging job and one of the most important reasons is that in today's societies information is easily accessible so it can question the traditional role and teacher. According to Almiala's findings (2008)" many newly qualified teachers often resign from their teaching job within first few years because of low salary and burdening workload"(Almiala 2008:6-7). As many studies have showed teachers' problems and all factors which related to them make the educational systems to face with many different kinds of problems, so such information about the elements which make job satisfaction or dissatisfaction in teachers is needed to improve the educational systems in Third World countries. Marlow et al (1996) has investigated reasons for teachers leaving their professions.

The purpose of this study was to find out whether there was a relationship between teacher job satisfaction and years of teaching experience. The correlation analysis showed that there was no significant relationship between overall teacher job satisfaction and the years of teaching experience, which supported Jarratt's (1983) finding. However, there was a weak to moderate negative relationship between the satisfaction of operating procedures and the years of teaching experience. This result showed that with the increase of teaching experience, teachers were less satisfied with the load of teaching in their work.

## INTRODUCTION:

Teachers are considering as the most important group of professional for our nation's future. Today many school teachers are dissatisfied. When the teachers are satisfied in their job at that time only they have interested to teach students with efficiently and effectively. Nowadays teaching is accepted as a challenging job and one of the most important reasons is that in today's societies information is easily accessible so it can question the traditional role and teacher. According to Almiala's findings (2008)" many newly qualified teachers often resign from their teaching job within first few years because of low salary and burdening workload"(Almiala 2008:6-7). As many studies have showed teachers' problems and all factors which related to them make the educational systems to face with many different kinds of problems, so such information about the elements which make job satisfaction or dissatisfaction in teachers is needed to improve the educational systems in Third World countries.

### Importance of Job Satisfaction of School Teachers:

Based on Locke's (1976) definition of job satisfaction, teacher job satisfaction could be described as teachers' positive emotional state resulting from their appreciation of being teachers. Improving teacher job satisfaction is important because research showed that younger teachers were more likely to leave their jobs because of low job satisfaction, which leads to a shortage of teacher (Green-Reese, Johnson, and Campbell, 1991). Also, teachers with high job satisfaction provided higher quality teaching and their students were more successful (Demirtas, 2010), which meant high teacher job satisfaction benefits education overall. In order to improve the quality of teaching and ease the difficulty of a shortage of teachers, it is very important to maintain teachers' high job satisfaction.

### Rationale of the Study:

The topic of job satisfaction is one that has always had personal and organizational relevance to educators (Bloom, 1986). Teacher performs a very important role in society. Teacher is considered in a pivotal role for the transmission of intellectual tradition from generation to generation. Teacher is very important in the field of education. It is their duty to provide quality education. Learning is a life – long process for everyone. Teacher has to identify student ability and try to increase their ability.

When a teacher expected to perform at work no excuses are tolerated. Punctuality, content knowledge, subject mastery, organization of extra – curricular activities etc. is the role the teacher is called to play when on duty. Administration hassles and management policies do create hindrances in the fulfillment of teacher related duties.

Job satisfaction may improve an individual's performance (Judge et al., 2001). It is a belief that competent people in all profession enjoy job satisfaction. In ancient time life was not as complicated as it is today. Teacher of those times were paid more in terms of respect, reverence and Gurudakshana. Now conditions have changed entirely. Standard of life has changed significantly that values

sway the lives of the present generation. The respect and reverence which could have given some psychological satisfaction to a teacher is lost. A dissatisfied teacher is lost for good and lacks performance. The ultimate process of education could be simplified and made meaningful between the teacher and the taught. Teacher-pupil relation is in the forefront and other relevant contribution is in the background. When teachers at secondary level of education are unhappy with their job it poses great danger for future development of education in the nation. As rightly pointed by Uwaimeye & Onyewadume (2001), education is an instrument of development and teachers are a pivot to the education process. Hence the teacher becomes very vital in the field of education. Thus, the investigator feels the need to investigate job satisfaction among secondary school teachers with regards to years of experience. It is important to value teacher job satisfaction because it influences teacher turnover rate (Otto & Arnold, 2005) and quality of teaching (Demirtas, 2010). Even though many predictors of teacher job satisfaction have been found, such as pay (Certo & Fox, 2002), and working conditions (Minarik, Thornton, and Perreault, 2003), the relationship between teacher job satisfaction and years of teaching experience is still not clear (Grissmer & Kirby, 1992; Jarratt, 1983; Liu & Ramsey, 2008; Peire & Baker, 1997).

This study emerged as a result of investigator's own interest. Investigator has seen a massive movement of teachers from one school to other school. At the same time some teachers have left the profession and join another profession. These changes in the teaching field has motivated investigator to conduct the current study. The present study aims at finding out job satisfaction of secondary school teachers and its relationship with years of experience.

### Statement of the problem:

"A study on Job satisfaction of English Teachers at secondary school level of Vadodara city"

### OBJECTIVES OF THE STUDY:

The following objectives were formed to get answers raised in the statement of the study.

- To find out the level of job- satisfaction among teachers teaching English at secondary level in public schools of Baroda city.
- To find out the relationship between English teachers job-satisfaction with to years of teaching experience.

### Research question:

The following question had been formulated and tested to achieve objectives.

- What is the relationship between teacher job satisfaction and years of teaching experience?

### Operationalization of the term:

**Job Satisfaction:** Job-satisfaction describes the intellectual gratification, emo-

tional, and psychological sense of fulfillment achieved during the course of performing a job.

Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ and Bateman, 1991).

**Secondary Schools:** It is a level of education provided to a particular age group of student studying from IX to X.

**Years of teaching Experience:** Experience has been defined as the experience of being teachers in public secondary school.

#### Scope and Limitation of the Study:

The study is limited to the secondary school teachers teaching English in public schools of Baroda City. All public school teachers were from Gujarati medium. Apart from finding job-satisfaction of teachers personal variable Experience is also included in the study and hope does this variable affect the teachers' job-satisfaction.

#### METHODOLOGY:

##### Design of Study:

The study deals with finding out job satisfaction of public secondary school teachers with respect to the years of teaching experience in Baroda City. Hence for the present study, survey Method was employed.

##### Population:

There are 105 secondary public schools in Baroda City. All secondary public schools in Baroda City and all English teachers working in secondary schools were constituted population.

##### Sampling:

Investigator used random sampling for data collection. The sample for the present study includes teachers teaching English at secondary level in public schools of Baroda city. Thirty-six (36) English Teachers from thirty-six Public schools were taken for the study from public secondary schools of Baroda City. Forty (40) job satisfaction survey distributed to public schools situated in the four zones of Baroda city. Investigator got only 36 replies as it was academic year in the schools and some teachers are quite busy. Hence 36 English teachers were taken for the study.

##### Tools Used:

**1) Job-Satisfaction Survey:** A Job Satisfaction Survey (JSS) developed by Spector (1985) was widely used to measure the level of job satisfaction in the public service field. Spector's Job Satisfaction Survey was used to measure teacher job satisfaction level in public schools. The Job Satisfaction Survey designed by Spector is a 36-item Likert-scale survey that assesses nine facets of job satisfaction in public service. The nine facets are pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication public schools.

Reliability and validity. Spector (1985) reported that the internal consistency reliability of each of the nine subscales was above 0.5 based on a sample of 2870. Also, test-retest reliability was taken from a smaller sample of 43 respondents after 18 months and the correlation coefficients between subscales ranged from 0.37 to 0.74, which meant a high stability of responses over time.

Years of teaching experience. Participants were asked to provide information about how many years and months they have been a full time teacher. This question was presented after the Job Satisfaction Survey.

**2) Pearson correlation analysis:** The Pearson correlation coefficient, often referred to as the Pearson R test, is a statistical formula that measures the strength between variables and relationships. To determine how strong the relationship is between two variables, you need to find the coefficient value, which can range between -1.00 and 1.00. Pearson's Correlation Coefficient is a technique for investigating the relationship between two quantitative, continuous variables, for example, age and blood pressure. Pearson's correlation coefficient ( $r$ ) is a measure of the strength of the association between the two variables.

##### Data Collection:

Data was collected from Baroda City with the help of tool for data collection Spector's job satisfaction survey (1985). Keeping all the objectives of the present study in mind, the investigator made full preparation and planning.

##### Data Analysis:

To find out objectives associated with job-satisfaction of English teachers on the basis of Spector's job satisfaction survey and sub scale investigator calculated percentage of job satisfaction among secondary public schools. Teacher job satisfaction in each subscale was determined by summing the four associated questions in each of the nine subscales.

#### MAJOR FINDINGS OF THE STUDY:

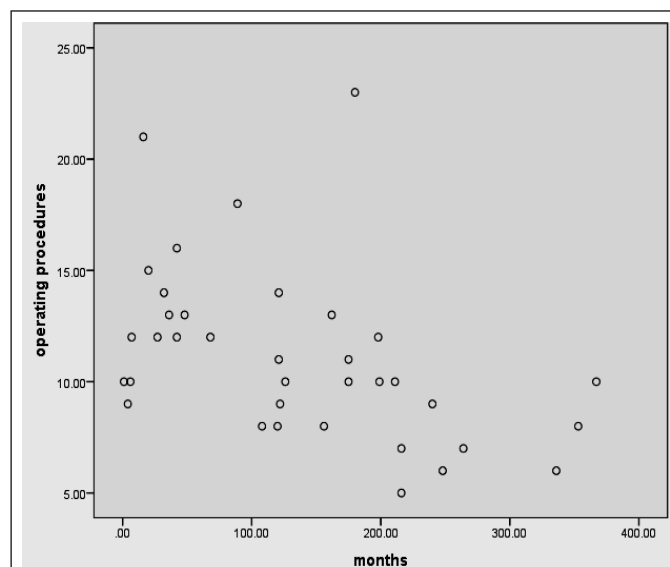
**Table 1: Numbers and Percentage of Satisfaction for Nine Subscales**

	Numbers of Satisfaction	Percentage of Satisfaction
Pay	14	38.90%
Promotion	07	19.40%
Supervision	28	77.80%
Benefits	19	52.80%
Contingent Rewards	16	44.40%
Operating Procedures	04	11.10%
Co-workers	32	88.90%
Nature of Work	34	94.40%
Communication	22	61.10%

Job satisfaction in each subscale was determined by summing the four associated questions in each of the nine subscales. According to Spector, subscale scores ranging from 4 to 12 indicate dissatisfaction, 12 to 16 indicate ambivalent, and 16 to 24 indicate satisfaction with the job. Among all nine subscales of job satisfaction, the most satisfaction was indicated in the nature of work with 34 of 36 (94.4%) of the sample reporting satisfaction. Questions such as "I like doing things I do at work" and "I feel a sense of pride in doing my job" were included in the subscale "nature of work". The least satisfied aspect of teaching was in the operating procedures subscale where 4 of 36 (11.1%) people reported satisfaction. Questions such as "I have too much to do at work" and "I have too much paperwork" were included in the subscale "operating procedures". Numbers and percentage of satisfaction for each of the nine subscales are shown in Table 1.

The overall teacher job satisfaction was measured by summing the total of all 36 items. According to Spector's guideline for interpreting the total job satisfaction score from his Job Satisfaction Survey, ranges from 36 to 108 indicate dissatisfaction, from 108 to 144 indicate ambivalent, and from 144 to 216 indicate satisfaction with the job. Among 36 respondents, 16 (44.4%) the teachers reported satisfaction in their job, 20 responses were ambivalent, and none were in the dissatisfaction range.

Pearson correlation analysis was used to determine the relationship between years of teaching experience and teacher job satisfaction. A general rule of thumb for interpreting the Pearson correlation coefficient is that values close to 0.00 indicate no relationship at all; values near 0.30 or -0.30 indicate a weak relationship; values near 0.50 or -0.50 indicate a moderate relationship; values near 0.70 or -0.70 indicated a strong relationship; and values of 1.00 or -1.00 indicate a perfect relationship. Based on these guidelines, the only subscale with more than a weak relationship with years of teaching was the subscale operating procedures was  $r = -0.452$ , which indicated a weak to moderate negative relationship between the satisfaction level of operating procedures and years of teaching experience.



**Figure 1: The Satisfaction Level of Operating Procedures and Years of Teaching Experience**

Questions such as "Many of our rules and procedures make doing a good job difficult" and "My effort to do a good job are seldom blocked by red tape" were asked in subscale operating procedures, which meant with the increasing of years of teaching experience, teachers felt more dissatisfaction about the operating procedures in their work. A scatterplot of the relation between the satisfaction level

of operating procedures and years of teaching experience is presented in Figure 1.

The value of  $r$  for overall job satisfaction was  $-0.132$ , which indicated that there was no relationship between the overall teacher job satisfaction level and years of teaching experience. The value of  $r$  for teaching experience and all nine subscales and overall job satisfaction are presented in Table 2.

**Table 2: Value of  $r$  of Nine Subscales and Overall Job Satisfaction**

	Value of $r$
Pay	0.133
Promotion	-0.207
Supervision	0.148
Benefits	0.065
Contingent Rewards	-0.115
Operating Procedures	-0.452
Co-workers	0.038
Nature of Work	-0.306
Communication	-0.304
Overall Job Satisfaction	-0.132

### CONCLUSION:

The entire study has been carried out on the basis of two objectives. Discussing the results of those objectives elaborately, the following conclusions were drawn out. Considering all things as whole, this research showed that the overall teacher job satisfaction was not high. Less than half (44.4%) of the participants reported satisfaction in their job, and most of the participants (55.6%) had ambiguous attitude about their job. The investigation to find out the relationship of job-satisfaction with years of teaching have proved through Pearson Correlation analysis that years of teaching have weak relationship with job-satisfaction. The correlation analysis showed that there was no significant relationship between overall teacher job satisfaction and the years of teaching experience, which supported Jarratt's (1983) finding. However, there was a weak to moderate negative relationship between the satisfaction of operating procedures and the years of teaching experience. This result showed that with the increase of teaching experience, teachers were less satisfied with the load of teaching in their work.

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